

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Non-Public School - 12PV8

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Ms. Bathea James

Official School Name: Tehiyah Day School

School Mailing Address: 2603 Tassajara Avenue
El Cerrito, CA 94530-1500

County: Contra Costa State School Code Number*:

Telephone: (510) 233-3013 E-mail: dsidel@tehiyah.org

Fax: (510) 233-0171 Web site/URL: www.tehiyah.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Superintendent e-mail:

District Name: N/A District Phone:

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Ms. Debbie Bamberger

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12PV8

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area

4. Number of years the principal has been in her/his position at this school: 4

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	11	4	15		6	1	7	8
K	12	11	23		7	13	14	27
1	16	15	31		8	10	5	15
2	19	10	29		9	0	0	0
3	20	13	33		10	0	0	0
4	9	20	29		11	0	0	0
5	15	14	29		12	0	0	0
Total in Applying School:								239

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
2 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
85 % White
11 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 2%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	4
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1, 2010	239
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 1%
 Total number of students who qualify: 5

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

This estimate was based on financial records from families accepting financial assistance, identifying those students from low income families that would qualify for a reduced-price meals program.

10. Percent of students receiving special education services: 10%
 Total number of students served: 25

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>6</u>	<u>1</u>
Classroom teachers	<u>28</u>	<u>10</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>0</u>	<u>3</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>0</u>	<u>3</u>
Total number	<u>35</u>	<u>17</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 7:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	98%	98%	97%	96%	98%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

Tehiyah Day School was founded in 1979 with a dual commitment to excellence in general studies and Jewish education. In Hebrew, ‘tehiyah’ means renewal, reflecting the crucial role education plays in rekindling intellectual curiosity, and renewing children’s connection to their heritage and their commitment to improving the world. These tenets guide teachers and administrators every day as they prepare students for high school, college, and beyond.

The mission of Tehiyah is to inspire curiosity, a strong sense of community, and a vibrant connection to Judaism. Tehiyah is guided in the pursuit of this mission by core Jewish values and educational priorities:

- **Community:** Tehiyah’s families, teachers, and administrators create a warm, safe, nurturing, and inclusive environment. Tehiyah honors a diversity of religious observances and all points of entry into, and connection with, Judaism.
- **Lifelong Learning:** The unique potential of all students is nurtured, fostering academic excellence, intellectual curiosity, and creative expression. Tehiyah emphasizes project-based education and multiple pathways to learning, creating a lifelong educational foundation and love of learning.
- **Being a Good Person:** Tehiyah’s culture stresses thoughtful conduct, respect, kindness, and compassion.
- **Social Responsibility:** Students are prepared to be responsible global citizens who, through individual and collective action, make the world a more compassionate, just, and peaceful place.
- **Connection to Judaism:** Students develop a personal connection to Jewish life, understanding and appreciating Judaism’s wisdom, spiritual depth, and ethical guidance.

Tehiyah’s program covers students in Pre-Kindergarten through eighth grade. The current campus was purchased in 1984, and expanded to include new classrooms, library, science and computer labs, gymnasium, music room, chapel, and kitchen..

Tehiyah serves a broad community of Jewish and non-Jewish families from more than 12 cities in the San Francisco Bay Area, and from a variety of international backgrounds, including Ethiopian, Argentinean, Ecuadorian, Italian, Chinese, and Israeli. Students come from all backgrounds and socioeconomic levels. More than half of Tehiyah families receive financial assistance.

Tehiyah's greatest strengths are its approach to learning, its philosophy of integrated curriculum and educating in different modalities, its commitment to making a private Jewish day school accessible to families from a variety of socioeconomic levels, and its tradition of graduating socially responsible students who thrive in the global economy.

The school’s educational approach emphasizes active learning, critical thinking, and creativity with respect for individual differences among students. The community’s varied backgrounds and socioeconomic levels add a diversity of viewpoints and opinions that enhance the whole. Tehiyah holds high expectations for students, believing that a fully integrated curriculum best meets their educational needs. To realize their potential, Tehiyah’s program supports the academic, Judaic, creative, physical, cultural, and emotional growth of each student. The curriculum includes mathematics, language arts, history, physical sciences, Judaic studies, Hebrew, computer technology, art, music, physical education, and extracurricular activities such as sports, drama, and student council. Both Hebrew and English are used as languages of instruction.

At Tehiyah, hands-on lessons and experiential learning integrate with curriculum, reinforcing learning in all modalities. For example, as third-graders study arthropods, they observe spiders in Tehiyah's garden, weave orb webs, map spiders and webs in their yards, bake spider pretzels, study spider body parts as spelling words, read and write stories about spiders, sketch spiders in science journals, and learn the Bible story about a spider saving King David's life.

Students at Tehiyah are prepared for life in an increasingly diverse, competitive world, and learn they are part of the global community. This perspective starts in kindergarten, including staging a Chinese New Year parade, and continues through the eighth-grade trip to Israel, where students visit historic sites, sleep in Bedouin tents, experience another culture firsthand, and renew their connection to Judaism. Last year, students raised \$800 for earthquake survivors in Japan, and \$600 for victims of Israel's wildfires. Seventh-graders each year form charitable mini-foundations, research local, national, and international needs, and raise money for causes including domestic violence, child abuse, hunger, and homelessness.

Tehiyah is also committed to continual improvement, and its efforts have been recognized in the community. In 2011 Tehiyah won the "Best of the East Bay" competition in four categories from one publication ((Best Religious Preschool, Best Religious Elementary School, Best Religious Middle School , and Best Afterschool Enrichment Program) and in one category from another (Best Jewish Day School). The school is locally renowned for its excellence in education. Tehiyah's commitment to the environment includes a free school bus and a new solar array that offsets 100% of the school's electricity needs.

Tehiyah stresses 21st Century skills for 21st Century success. Being aware of the world beyond their own front yard is a competitive edge. Graduates have proven to be dedicated to the values emphasized throughout our curriculum. Tehiyah students are empowered to become innovators, critical and creative thinkers, problem solvers, and good citizens.

1. Assessment Results:

A. Performance levels for Standardized Assessments

Tehiyah measures student scores beginning in third grade each Spring using the Comprehensive Testing Program-4 (CTP-4) test devised by the Educational Research Bureau (ERB). The school then tracks cohorts of students across subsequent grades. This rigorous test battery collects basic information about student achievement in verbal and quantitative reasoning, language arts, and mathematics. The data from the CTP-4 test can be normed against a variety of comparative groups including national, suburban, independent, and association norms. For reporting and analytic purposes, the CTP-4 provides both group and individual scores. For additional information about the CTP-4, including norm groups and test details, please see <http://www.erbtest.org>.

Students consistently score in the top 15% nationally across all subjects. Teachers and administrators look for steady improvement in all areas rather than establishing a fixed standard against which each child should be measured. Scores are consistent across grade levels and disciplinary boundaries, and reflect the school's commitment to high achievement, its solid academic programs, and its strong teaching methods which address the variety of learning needs of individual students.

Tehiyah tests a number of students with alternative methods as a result of learning disabilities, autism, emotional issues, or for other reasons. All of these students work with a Learning Specialist who recommends alternative methods. These alternatives often include either extra time, a reader to assist with the test, and/or a different location for test taking.

B. Performance Trends

When analyzing the school data over a multi-year period, Tehiyah has seen consistent graduating class (eighth grade) results above the 90th percentile in both quantitative reasoning and reading comprehension. In using testing data to continually improve the academic program, it is important to look at it from two points of view: as the same cohort of children progressing from grade to grade, and as a single grade level over the last five years. From both perspectives scores have steadily improved over the past five-year period. For example, the 2011 eighth-graders showed an 86 point increase in mean mathematics scores from third to eighth grade. That same group of students saw reading comprehension scores grow by almost 40 points as well. In looking at individual grades, test scores for reading comprehension have trended up for all grades in the last five years, and math scores for third through seventh grade have gone up, while the eighth grade has held steady.

These exemplary results in both mathematics and reading comprehension can be attributed to a number of factors, among them: skilled teachers, teachers who are attuned to the individual needs of each student, teachers who present material through a variety of media so that content is accessible to all types of learners, and the purposeful teaching of developmentally appropriate abstract thinking skills. Using the California state standards as a basis, teachers have scoped and sequenced the math, language arts, and other curriculum across all grade levels. Tehiyah administrators have also completed curriculum maps that detail topical units, assessment procedures, and resource materials in order to allow the teachers of the grade below and above to align the curriculum to maximize student learning. Across all grade levels, assessment results are used to guide faculty in designing necessary strategies for improvement and enrichment of mastered skills and concepts, and to differentiate instruction for different learning modalities. This dynamic, evolving approach towards using testing data, curriculum mapping, and

flexible, adaptive teaching has allowed students to reach an average percentile of 90 or greater upon graduating from Tehiyah Day School.

In analyzing the lowest scores seen in third grade, Tehiyah believes that this can be attributed to the fact that third-graders have no exposure to any form of standardized testing prior to the end of third grade. Similarly, while the improvement in test scores during the middle school years can be attributed, in part, to familiarity with both standardized test taking and other forms of timed assessment, teaching and learning at Tehiyah is intentionally aimed at drawing out the strengths of students as individuals and as members of a group of learners.

Through skill-based learning as well as exposure to broad and deep critical thinking opportunities, Tehiyah students become actively involved in their learning. At Tehiyah, students are provided with the opportunity to discover how to learn and to cultivate a love of learning. While this leads to higher test scores, more importantly it creates people who will learn all their lives.

In order to fit Judaic Studies and Hebrew into the daily schedule, only two periods are allocated to math and language arts daily. Focus is not on how much time is spent per subject, but how the time is utilized. While Tehiyah's administrators are pleased with the progression of the school's test scores over the past five years, they remain committed to using all forms of ongoing and end-of-unit assessment to improve the academic program.

2. Using Assessment Results:

Tehiyah uses a variety of assessment tools to recognize and understand variations in each student's performance and in the performance of the group as a whole. Teachers and administrators use grade level assessments to determine the proficiency of each grade level, and also to measure students against standards set by the state of California.

In keeping with the theory of becoming "assessment literate," Tehiyah administrators use multiple measures of assessment to determine how students are learning and how teachers are teaching. The Head of School and Head of General Studies have participated in a number of workshops offered by ERB in order to maximize understanding and use of assessment data to improve performance.

Tehiyah's in-house testing and CTP-4 results are analyzed annually to determine areas for school-wide development. Teachers analyze data from past students and review data for their incoming class. All faculty meet in the fall to discuss trends in the data, interpret the meaning, set goals for the year, and make recommendations for improvement. For example, even though Tehiyah's CTP-4 scores were outstanding, several years ago the subtest area of writing mechanics was identified as a content area requiring attention. Two full professional development days prior to the start of the next school year were devoted to the Collins Writing Program and its application across all content areas, including Hebrew.

Based on testing and assessments by Hebrew teachers, it became clear that Tehiyah's Hebrew language program was not developing the fluency that was desired. Tehiyah switched several years ago to the NETA program, a carefully designed, sequential curriculum administered by Hebrew College in Boston. It follows a deliberate linguistic progression, specifies clear goals and measures of achievement, and includes standardized tests written by NETA experts. Teachers, trained in a workshop in Boston, grade tests according to NETA guidelines. A NETA coordinator reviews test results and provides guidance during semi-annual visits, ensuring the best result for students.

Teachers meet weekly to track individual student progress throughout the school year. If students are not performing up to potential as reflected by the multiple measures of assessment, the student study team, comprised of parents, faculty, and learning specialists, is convened. This group identifies specific areas of weakness, makes suggestions for remediation, and regularly reassesses students' progress. Curriculum

can also be adjusted if assessment results show an area of particular concern. While Tehiyah makes a point of not “teaching to the test,” the information gleaned from both individual and class results is valued and depended on as one of many indicators of achievement.

Assessments are both formal (including tests, quizzes, class work, homework, and projects) and informal. Classroom participation, ability to work with others, and questioning and critical thinking skills are also part of student assessments. Hands-on projects enable teachers to monitor whether students are seeking information from beyond the texts and information provided in class. Teachers provide opportunities for students to delve more deeply into subjects and develop creative ways to report information (through videos, sculptures, songs, PowerPoint presentations, etc.). These projects are another way to assess whether the curriculum and approach to teaching are instilling the joy of learning and curiosity that Tehiyah strives to impart.

Communicating assessment results to parents, students, and the community is extremely important. All students in grades three through eight are given the CTP-4 test, and prior to the exams, multiple letters of explanation are sent to all parents outlining dates, testing procedures, and available accommodations.

Once the school receives individual student test results, presented as graphs, and group norms, parents are immediately notified that they may receive their child’s individual results. Each result is accompanied with an informative brochure detailing how to interpret scores. The Head of General Studies is available to meet with parents interested in further interpreting or discussing individual scores.

Once the results and group norms have been analyzed and interpreted for the entire school by the administration, the school community is provided with an overview of the results in the school newsletter, and at presentations by administrators to parents. A detailed presentation of the results is also given to faculty and the Board of Trustees.

Students are evaluated throughout the year by formative assessments and at weekly grade level meetings involving the entire faculty. If any significant change in student performance is noted, parents are contacted. Teachers work closely with parents throughout the year, monitoring progress in specific areas.

The school holds two parent-teacher conferences a year, one per semester, to allow for feedback and intervention if necessary. Parents of middle school students also receive mid-semester progress reports. Interim grades are posted online during the semester by middle school teachers, allowing parents to monitor student performance on a daily basis. Teachers communicate regularly with parents regarding each student’s performance.

3. Sharing Lessons Learned:

Tehiyah is an active member of the California Association of Independent Schools (CAIS), the East Bay Independent Schools Association, the Partnership for Excellence in Jewish Education, and RAVSAK (the Jewish Community Day School Network). At meetings, conferences and through emails, members keep each other informed about school news and successes. Local Heads of Schools meet regularly to discuss best practices, achievements, and new programs. Occasionally, several schools collaborate on grant applications to potential donors.

Tehiyah has developed several unique programs which have been shared widely in California and nationally, including an advisory program integrated with Judaic values that has been adopted at Jewish day schools in other states. This program emphasizes different themes each month, such as community building or honoring differences, which are then used to teach skills like conflict resolution, and are integrated into academic lessons such as the history of the civil rights movement. The Head of Judaic Studies has also presented widely on the benefits of using religious songs to enrich the teaching of Jewish prayer.

Several teachers have developed and presented successful programs at local conferences. One of Tehiyah's fourth grade teachers created an interdisciplinary disabilities unit that has been adopted by other schools, and an eighth grade teacher has shared the "Franklin Project," where students learn how to live the values of Ben Franklin.

Tehiyah's Head of School meets monthly with Heads from eleven other Jewish Day Schools in Northern California. The Head of School regularly presents at these meetings about the strategies implemented at Tehiyah that have been successful. One recent discussion centered around understanding social-emotional and adolescent development, and how to resolve conflicts among students and between students and teachers.

Teacher Professional Days have included gathering together with faculty from all eleven Northern California Jewish day schools to learn from each other and develop collaborative programs. At one recent training day, Tehiyah's Head of School presented on the educational value of the school's system of extended-length field trips, as well as on stress management.

Tehiyah's Head of School has served as part of a CAIS Accreditation Program as a member of a visiting team for another member independent school. In that capacity, she was able to share successes that Tehiyah has had with others, both at that school and with other members of the visiting team, and to gather information on new and innovative programs in place at other schools.

4. Engaging Families and Communities:

Tehiyah informs and enlists the support, interest, and loyalty of its families, and evidence of constructive parental involvement can be seen throughout the school.

Parents are encouraged to contact teachers directly if there is a concern, or if they feel they can contribute something special to ongoing fields of study. The Head of School has an open door policy for parents wishing to voice comments or concerns. Tehiyah's Board of Trustees' meetings and committees are open and well-advertised, and the majority of trustees are current parents at the school whose contact information is included in the school roster.

At the end of every school year for the past several years, Tehiyah has sent out online surveys to all parents requesting input about a variety of topics: administration, teachers, curriculum, communication, fundraising, Tehiyah's afterschool program, the bus schedule, etc. These comments, most of which are anonymous, are compiled and reviewed by the Head of School and other administrators, and changes are implemented as needed.

The Tehiyah Parent Organization (TPO) is an integral part of the school, and increasing parent participation is always a goal of teachers and administrators. During the 2009-10 school year, TPO began a series of parent education events, whose topics have included internet security, substance use and abuse, and body image issues. Fostering a sense of community is one of Tehiyah's core values, and to that end, TPO has initiated a series of evening events for students and their families to celebrate the beginning of the Sabbath with food, prayer, and fun. Many people in the broader community attend the school's annual fundraiser, and rabbis and other community leaders join students for special events and holiday celebrations.

Communication between Tehiyah and parents is effective and ongoing. Each Tehiyah classroom has two room parents coordinated by TPO, who work throughout the year to provide teacher support, coordinate class events, and facilitate communication between the school and families.

A weekly newsletter is e-mailed to parents, detailing school news, important dates, reminders, and student milestones and accomplishments. Parents are also welcome to attend the daily morning assembly where announcements are read.

Finally, Tehiyah has developed an excellent relationship with local media sources which regularly run stories about members of the community, school programs, or special events at the school, keeping those not associated with the school informed of what is happening on campus.

1. Curriculum:

Tehiyah's curriculum exceeds state and national standards for the school, and fosters spiritual and intellectual growth, and active learning.

Language Arts: Curriculum emphasizes reading, comprehension, interpretation, and writing. Students identify literary devices, make inferences, predict outcomes, draw conclusions, and summarize. Students study writing's formal and creative elements, and produce written work in many genres. By graduation, students produce detailed research papers with formal outlines, drafts, and bibliographies.

Mathematics: Tehiyah's program provides a foundation for algebraic thinking and beyond, using a model-drawing approach and direct and indirect instruction supplemented with manipulatives and games. Students in lower school develop critical thinking skills needed to progress to understanding algebraic concepts, number theory, probability, statistics, geometry, and algebra. In 2011 Tehiyah purchased an accelerated program for fifth through eighth grade enabling gifted students to move quickly through the material, and hired a remedial math teacher for those having difficulty.

Science: Tehiyah science students are innovators and problem solvers studying earth, life, and physical sciences. Students observe, classify, question, hypothesize, measure, record, and analyze data, make inferences, compare and contrast, predict outcomes, and draw conclusions. Each grade performs fieldwork and hands-on lab-based assignments. Students graduate knowing how to use the scientific method, and to use data to support or refute hypotheses.

Social Studies/History: Lessons focus on students relating to their immediate and larger community, and American and California history. Students study Native American history and culture, settlers, Spanish explorers and missions, westward expansion, the gold rush, and African-American and Chinese-American history. Middle school curriculum spans from prehistoric human life through early civilizations, classical China, medieval Japan and Europe, early Christendom, Renaissance England, and the founding of America.

Visual/Performing Arts: Students study artists and art history, create murals, quilts, sculptures, and paintings, travel to art exhibitions, and arts are integrated into ongoing academic pursuits. Students write stories for performance, drama, and musical showcases, and learn improvisation and video production. The lower and middle school produce yearly plays.

Physical Education: Tehiyah's PE program promotes teamwork, sportsmanship, leadership, respect, self-confidence, and responsibility for conditioning. Fitness, group participation, and cooperative play are combined to promote healthy lifestyles. Students learn about anatomy and physiology and develop movement skills, coordination, and sports knowledge.

Health and Nutrition: Health and nutrition are paramount: the student-written Middle School Honor Code emphasizes the importance of a healthy lifestyle. This emphasis begins with Tehiyah's preschoolers growing their own organic food, and extends to health and nutrition lessons integrated into other curricula.

Technology: Tehiyah's technology curriculum gives students a foundation for living and working in a digital economy. Students learn touch typing, word processing, spreadsheet use and data management, coding, website design, digital graphics, movies, animations, songs, and mobile app building.

Foreign Language: Tehiyah Day School is in compliance with the program's foreign language requirements. Every grade focuses on the acquisition of modern Hebrew, building vocabulary, comprehension of text and literature, and proficiency in conversational Hebrew. Lower grades perform plays completely in Hebrew, and all middle school language instruction and discussion is conducted solely in Hebrew. Tehiyah recently added a remedial Hebrew program.

Music: Tehiyah is a musical campus. Every morning begins with the entire school singing together. Students work on harmonies, solos, canons, dance, movement, and theatrics, often using international rhythms and songs. Tehiyah also has choirs, a rock band, and drum circles.

Library Science: Students learn how to find, prioritize, organize, and evaluate information, learn the basics of browsing, and cultivate reference skills for working with print and electronic media.

Jewish Studies and Prayer: Students learn Jewish history, laws, customs, prayers, and holidays, and explore the meaning and origins of prayers.

2. Reading/English:

A. Elementary

Tehiyah's program fosters a love of reading by exposing students to different literary genres integrated with other curriculum. Students build connections to stories, develop excellent reading comprehension, and evaluate what makes good literature. Tehiyah's librarian augments this mission with storytelling and book selection, matching students' skills and interests.

Tehiyah's approach is developmental and holistic, based on Lucy Calkins' *The Art of Teaching Reading*, and includes phonics, sight words, practicing fluency, and developing strategies for understanding and interpreting text. Teachers select fiction and nonfiction works that relate to classroom studies and fit the needs of each particular group of students, aligning with the school's vision of creating thoughtful, lifelong readers.

Teachers do not follow one particular plan; they use experience and training to create best practices emphasizing differentiation. Teachers' most effective approaches are encouraged and successes are shared throughout the school. Test scores are a testament to the efficacy of this method.

The kindergarten program develops excitement about reading, writing, and discussion while encouraging children's self-confidence about their emerging literacy. Students are taught phonetics and phonemics, identifying letters and their corresponding sounds, until they become increasingly comfortable with the alphabet.

In first grade, children learn to read through a variety of approaches, experiencing both phonetic and whole-language instruction. Teachers read aloud and encourage quiet, independent reading.

All students are expected to be fluent readers by the completion of second grade. The curriculum incorporates children's literature, phonetic readers, songs, and poems.

In third grade students learn the vocabulary of fiction and poetry, including character, plot, theme, rhyme scheme, and meter, enabling them to discuss and write about material with precision, and to be mindful of these elements when they write.

In fourth grade, teachers select novels to teach about character, conflict, resolution, and theme. Reading is tied to the study of California history, and is brought to life when students spend a week in a recreated gold rush town.

Fifth-graders develop skills as analytical readers of sophisticated children's literature. They grapple with the difficult choices characters face, and identify authors' techniques in building plots, complex conflicts, vocabulary, and language.

Throughout the grades, students are routinely assessed. When a student is reading below grade level, s/he is referred to a learning specialist. One of Tehiyah's three learning specialists focuses on reading and reading therapy, working with students, parents, and faculty on interventions, private or group work, or referrals to outside agencies.

B. Middle School

In middle school, the English and History curriculum is combined into one flexible double period called Humanities. The subjects are well-suited for integration, as the critical thinking skills required in history are tied to the expressive language skills developed through reading and writing. The literature read is, in general, thematically related to the historical units studied, providing further context and scope for both subjects. Some examples of books used in this program are *To Kill a Mockingbird*, *Beowulf*, and *The Diary of Anne Frank*.

The integration of English and history also provides multiple pathways for learning, allowing students to connect to the subjects in ways that are meaningful to them. Students read novels together as a class and also read individually at home. Faculty help children with book selection and students are expected to read in a variety of genres including fiction, non-fiction, mysteries, science fiction, and poetry. Students read primary source materials related to the historical units covered and also read fiction that relates thematically. Middle school students read Shakespeare, Lois Lowry, James Fenimore Cooper, Herman Melville, Emily Dickinson, Edgar Allan Poe, Emerson, and Thoreau. Each year the middle school students travel to Oregon to visit the Ashland Shakespeare Festival.

To prepare them for the kind of writing they will need to produce in high school, Tehiyah students are taught the elements of analytical and persuasive essay writing, including sentence and paragraph formation, composing thesis statements and topic sentences, and incorporating and analyzing supporting evidence. By graduation, students are familiar with the five-paragraph essay format and have honed their self- and peer-editorial skills through the draft process.

Tehiyah continues to consistently reinforce the fundamentals of spelling and grammar. With much emphasis placed on creativity and broad thinking, such fundamentals should not be underemphasized. Teachers recognize that these more technical aspects of reading and writing are important and must be incorporated into the central focus of the language arts curriculum.

When students are struggling, teachers meet with them one-on-one during recess for instruction and tutoring, and/or the student works with a Learning Specialist. This helps remediate any reading issues, and teachers may decide to assign more appropriate material. Teachers constantly monitor the progress of their students and are always willing to help them achieve.

Tehiyah is proud that every year, 100% of eighth-grade students read at or above grade level when they graduate.

3. Mathematics:

The goal of Tehiyah's mathematics program is to prepare students, both in skills and in confidence, for high-level mathematical studies.

Tehiyah uses the Singapore Math Program in the lower school, a model-drawing approach to problem solving supplemented with manipulatives and games. Students develop critical thinking skills through

hands-on activities and project-based learning, recording information and explaining thought processes, exploring and practicing moving from concrete to pictorial models, and finally to abstract number models. After eight years of using the program, test scores are consistently at a median percentile of 90 or above.

As students move into middle school they work with increasingly abstract concepts, beginning formal work with variables and algebraic concepts. Additionally, students begin a more in-depth study of number theory, probability and statistics, geometry, and complete eighth grade with a full year of Algebra 1.

Tehiyah uses a variety of instructional strategies, implemented through explicit teaching, drills, and practice, including concept formation and mapping, comparing and contrasting, hands-on demonstrations, and peer-partner learning. Tehiyah's program is geared toward developing mental math skills, emphasizing symbolic math (traditional equations) and alternative representations to teach the same components. Skills are reinforced through field trips, guest speakers, and hands-on activities.

Student ability groupings, implemented as needed, help teachers focus specifically on students performing below grade level, enabling teachers to focus on teaching in specific modalities to improve math skills. A specialist does "pull-out" sessions with individuals needing more personal attention to meet grade level standards. For advanced students, Tehiyah's Head of General Studies meets weekly one-on-one with children who have progressed beyond their grade level.

This year Tehiyah is piloting a supplemental, computer-driven program in fifth through eighth grade. This program is aligned with state standards and allows for diagnosis, practice, and assessment tied to the objectives for all lessons taught in class. With this program, Tehiyah can identify areas of weakness in individual students which can be remediated, as well as gain a clear benchmark of mastery for those students working at grade level or beyond. This program supports the school's commitment to differentiated programming.

Tehiyah graduates identify their conceptual understanding of mathematical concepts and their total preparedness for higher-level math as exceptional. Additionally, in keeping records about students' progress after graduation, the majority of Tehiyah's former students pursue math classes through advanced calculus in high school.

4. Additional Curriculum Area:

The integrated humanities (history/reading/social studies) curriculum focuses on interdisciplinary study to understand the roles of communities, and to fulfill Tehiyah's mission to renew each student's connection to their heritage and their world.

The curriculum is informed by developmental benchmarks. Younger students begin understanding that they are part of several communities—their family, school, local area, country, and the global Jewish community. Students recognize their relationship to each community, and interrelationships among communities. In subsequent grades, students examine the connection between community and culture, studying the diverse cultures that make up America. In fourth and fifth grades, students study the state and national communities involving California history and early American history. In middle school, students are introduced to the development of ancient civilizations, world history, and in-depth study of American history and government.

The second guiding principal is integration with other curricular areas of study to make overarching connections and to further strengthen reading comprehension, critical thinking, analysis, interpretation, and persuasive writing. As students study a particular time period, they read age-appropriate works of fiction and non-fiction that take place at the same time and place. Through analytical discussion, reading, and writing, students come to understand the value of studying history and are able to transfer knowledge to other study areas. For example, sixth-graders' study of ancient Egypt includes early Egyptian fraction

notation in math. Seventh-graders' study of Rome includes the evolution and de-evolution of using Roman numerals.

Learning is inquiry-based and experiential. Students study primary source documents, participate in simulations, and travel on overnight trips that inform the curriculum. Fourth-graders study America's westward expansion and the California Gold Rush, and then spend a week living and working as a miner. Seventh-graders study Shakespeare and English history, and attend Shakespeare plays. Eighth-grader's intensive study of the foundations of American government includes a weeklong trip to Washington, D.C.

Technology is integrated into the humanities curriculum in a number of ways. Students produce historical reenactments, PowerPoint and video presentations, map-making projects, and more. Fifth-graders complete an interdisciplinary "Million Dollar Project," where students plan how to use a million dollars to improve the world, and use computers to create spreadsheets, maps, floor plans, and brochures to illustrate their project.

Finally, the integrated curriculum is an expression of Tehiyah's mission to inspire curiosity, encourage social responsibility, and build connections to each student's community and the world around them.

5. Instructional Methods:

Tehiyah is proud of its students and recognizes strengths and learning styles across the whole spectrum of abilities, from learning-disabled to gifted. The school holds high expectations, tempered with the understanding that students have different strengths and learn at different paces.

Differentiation at Tehiyah is demonstrated by modifying content, adjusting assignment expectations, and in some cases, applying alternative rubrics for assessing learning outcomes. Through intensive professional development geared towards differentiation, teachers modify class units so that materials are at appropriate levels of challenge in an environment of emotional safety ensuring that all students understand and gain mastery over the material. Essential skills are reinforced through field trips, guest speakers, and continuous hands-on activities in and outside of the classroom.

Homework, tests, and quizzes are often tailored to a student's specific abilities and limitations, which sometimes means limiting the number of questions or the length of required answers or assignments. Teachers meet with Learning Specialists on a regular basis, who may review and modify lesson plans and preview them with students in advance.

Because the school has smaller classes, teachers are aware of each student's learning style and ability. Teacher evaluation incorporates and assesses the teacher's ability and their demonstration of mastery of content areas and materials adaptable to different learning styles and abilities.

Beginning in third grade, Hebrew instruction is completed with students grouped according to ability level, focusing on modalities deemed most helpful to achievement. A remedial Hebrew teacher works with students from all grades who need special assistance to develop fluency, word recognition, and reading skills. Native Hebrew speakers focus on maintaining and enhancing spoken and written fluency.

Math is taught in ability groupings when teachers feel it is optimal for a particular cohort. Students may receive help from a remedial math specialist, and may work in the new Accelerated Math Program, which is being piloted in fifth through eighth grade this year. This approach enables all students to learn together, while accelerated students can progress more rapidly.

Technology also plays a role in instruction. In addition to classroom computers, Tehiyah has installed Smart Boards in all fourth- through eighth-grade classrooms. Essentially large tablet computers mounted

on the wall, Smart Boards provide an opportunity for interactive lessons, serve as virtual blackboards, and access the internet to supplement discussions.

6. Professional Development:

Professional development, which goes on all year, allows staff to study, reflect, collaborate, and acquire new knowledge and skills with the aim of integrating theory and practice.

Teachers take specialized classes in the summer, and arrive on campus one week prior to the school year for school-wide development activities. For the 2011-12 school year, Tehiyah added two additional Teacher Training days, the most recent of which included a presentation on “Understanding by Design,” a framework for improving student achievement. Previous seminars have focused on differentiation, gifted education, diversity, students with special needs, Bloom’s taxonomy, methods to interpret and use CTP-4 results, and classroom management skills.

Faculty and staff meet every Wednesday to continue their ongoing professional development, and guest specialists regularly work with faculty. In 2009, the elementary teachers took six math workshops led by an education consultant to deepen their understanding of particular mathematical topics, instruction suitable for gifted students, and to help them integrate their knowledge into classroom instruction.

Teachers are surveyed at the end of each school year to determine their needs and desires for professional development for the following year. All faculty and staff are expected to undertake professional development, and money has been earmarked to ensure that everyone is enabled to attend outside conferences and seminars. On their return, teachers are expected to present what they have learned to the rest of the faculty. The Head of School and Heads of General Studies and Judaic Studies have each attended the Harvard Graduate School of Education’s 2011 summer institute, “Improving Schools: The Art of Leadership,” an intensive training seminar that has greatly benefited the administrative team.

In addition to conferences and seminars, guest speakers regularly address the faculty. Last year a Math Specialist presented an eight-session workshop with Tehiyah’s math teachers to broaden and deepen their knowledge of the Singapore Math Program, providing guidance to improve teaching methodologies and help students develop higher level math thinking skills.

The faculty was also involved in the adaptation of the teacher’s evaluation tool used by the administration, and through the use of this tool and in conjunction with a cognitive coaching model, specific areas of improvement for each faculty member are identified and tracked. This has had a direct impact on student achievement. Beginning in 2011, all teachers were directed to take advantage of the wealth of talent on staff by participating in peer-to-peer observation.

7. School Leadership:

The leadership of the school consists of all stakeholders: the board of trustees, administrators, faculty, and parents. The Board sees that the purposes of the school are being met, and it supports the policies and philosophy of the school, ensuring that teachers and students can thrive in a stable, safe environment.

Tehiyah’s academic program is led by a Head of School, and aided by a Head of General Studies and a Head of Judaic Studies (the Rabbi). Senior administrators include the Chief Financial Officer, Admissions Director, Development Director, and Communications Director.

The Head of School’s philosophy is one of shared leadership and responsibility. At Tehiyah, leadership means gathering and facilitating a discussion among educators to best gain from the collective wisdom, just as a conductor of an orchestra helps to create a cohesive piece of beautiful music. This inclusive and

empowering approach ensures that efforts remain focused on the mission of the school and on improving student achievement.

The Head of School takes an active approach to leadership. Two years ago, at her request, the faculty began documenting their curricula. Once completed, this was checked for scope and sequence. Last year Tehiyah purchased the Atlas curriculum mapping program, with the goal of reviewing all curricula for gaps and redundancies, and update them continually.

Since Tehiyah's inception, faculty retention has been high. This has resulted in a veteran faculty, many of whom have held key leadership roles within the school. Planning for the academic school year is an ongoing and "sacred activity." The leadership team at the school meets weekly to discuss activities and programs to ensure that goals for student achievement are being met.

In addition, ad hoc committees of teachers are formed to discuss topics of concern as needed. Working in concert with an administrator, these committees have addressed such topics as the use and clarity of report cards, textbook selection, and the formulation of a code of respect for the school community. In addition, the faculty and administration worked together in establishing an educational mission statement. Last year a Faculty Advisory Committee was established to continue this discussion and partnership.

The middle school student government also plays a part in leadership. This council was instrumental in formulating the middle school honor code, creating the student council mission statement, and various policies relating to student life. This year an elementary school student council was also formed.

PART VI - PRIVATE SCHOOL ADDENDUM

12PV8

1. Private school association: Jewish

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2011-2012 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$17923</u>	<u>\$17923</u>	<u>\$18923</u>	<u>\$18923</u>	<u>\$18923</u>	<u>\$18923</u>
K	1st	2nd	3rd	4th	5th
<u>\$20389</u>	<u>\$20389</u>	<u>\$20389</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$16650

5. What is the average financial aid per student? \$7100

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
26%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 60%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: CTP IV

Edition/Publication Year: 2011 Publisher: ERB Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	Apr	May
SCHOOL SCORES					
Average Score	308	312	298	304	293
Number of students tested	27	35	25	35	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	3	6	7	5
Percent of students alternatively assessed	7	8	24	20	18
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV8

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: CTP IV

Edition/Publication Year: 2011 Publisher: ERB Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	Apr	May
SCHOOL SCORES					
Average Score	340	345	334	336	332
Number of students tested	29	35	25	35	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	3	6	7	5
Percent of students alternatively assessed	14	9	24	20	18
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV8

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: CTP IV

Edition/Publication Year: 2011 Publisher: ERB Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	Apr	May
SCHOOL SCORES					
Average Score	321	302	315	299	306
Number of students tested	32	21	33	27	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	7	7	6	9
Percent of students alternatively assessed	13	33	21	22	27
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV8

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: CTP IV

Edition/Publication Year: 2011 Publisher: ERB Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	Apr	May
SCHOOL SCORES					
Average Score	346	342	347	336	344
Number of students tested	32	21	33	27	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	7	7	6	9
Percent of students alternatively assessed	13	33	21	22	27
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV8

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: CTP IV

Edition/Publication Year: 2011 Publisher: ERB Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	Apr	May
SCHOOL SCORES					
Average Score	339	349	333	340	330
Number of students tested	12	29	24	32	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	6	4	9	12
Percent of students alternatively assessed	42	21	17	28	39
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>The fifth grade class of 2006-2007 contained a high number of children with identified needs for accommodations. Alternative testing involved extra time, readers to assist students, and in some cases, students were tested in a separate, quieter location. Students are tested alternatively because they are working with a Learning Specialist to deal with learning issues associated with autism spectrum disorders, ADHD, Specific Learning Disabilities, or Speech and Language Impairment. Some students have multiple disabilities.</p>					

12PV8

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: CTP IV

Edition/Publication Year: 2011 Publisher: ERB Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	Apr	May
SCHOOL SCORES					
Average Score	353	356	357	357	350
Number of students tested	12	29	24	32	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	6	4	9	12
Percent of students alternatively assessed	42	21	20	28	39
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>The fifth grade class of 2006-2007 contained a high number of children with identified needs for accommodations. Alternative testing involved extra time, readers to assist students, and in some cases, students were tested in a separate, quieter location. Students are tested alternatively because they are working with a Learning Specialist to deal with learning issues associated with autism spectrum disorders, ADHD, Specific Learning Disabilities, or Speech and Language Impairment. Some students have multiple disabilities.</p>					

12PV8

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: CTP IV

Edition/Publication Year: 2011 Publisher: ERB Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	Apr	May
SCHOOL SCORES					
Average Score	350	341	349	337	334
Number of students tested	27	18	27	33	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	9	6	4
Percent of students alternatively assessed	7	11	33	18	11
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV8

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: CTP IV

Edition/Publication Year: 2011 Publisher: ERB Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	Apr	May
SCHOOL SCORES					
Average Score	360	355	367	352	354
Number of students tested	27	18	27	33	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	9	6	4
Percent of students alternatively assessed	7	11	33	18	11
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV8

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: CTP IV

Edition/Publication Year: 2011 Publisher: ERB Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	Apr	May
SCHOOL SCORES					
Average Score	378	379	371	361	369
Number of students tested	17	26	35	35	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	6	5	5	7
Percent of students alternatively assessed	12	23	14	14	27
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV8

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: CTP IV

Edition/Publication Year: 2011 Publisher: ERB Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	Apr	May
SCHOOL SCORES					
Average Score	366	366	360	357	363
Number of students tested	17	26	35	35	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	6	5	5	7
Percent of students alternatively assessed	12	23	14	14	27
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV8

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: CTP IV

Edition/Publication Year: 2011 Publisher: ERB Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	Apr	May
SCHOOL SCORES					
Average Score	390	384	376	389	390
Number of students tested	24	35	34	21	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	3	3	2	7
Percent of students alternatively assessed	17	9	9	10	18
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV8

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: CTP IV

Edition/Publication Year: 2011 Publisher: ERB Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	Apr	May
SCHOOL SCORES					
Average Score	381	371	372	373	374
Number of students tested	24	35	34	21	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	3	3	2	7
Percent of students alternatively assessed	20	9	9	10	18
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV8